Pre-Service English Teacher's Experiences in Using Pedagogical Code-Switching in EFL Classroom: A Narrative Inquiry Study

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Abstrak

Penelitian ini berfokus pada pengalaman guru prajabatan yang melaksanakan praktik belajar mengajar di kelas VIII SMA. Dengan menggunakan alih kode untuk menjelaskan materi pelajaran bahasa Inggris di sekolah, serta memecahkan suatu masalah selama proses belajar mengajar. Misalnya, 1. Bagaimana fungsi alih kode guru prajabatan bahasa Indonesia di kelas EFL? 2. Bagaimana penggunaan alih kode sebagai strategi mengajar mempengaruhi rasa hormat siswa IPA kelas 8 terhadap gurunya?

Kata Kunci: *Guru Pra-jabatan, Alih-kode Bahasa, Narrative Inquiry Study*

Abstract

This research focuses on the experience of pre-service teachers who are carrying out teaching and learning practices in 8th grade Senior High Schools. By using code-switching to explain English subject matter at the school, as well as solving a problem during teaching and learning. For example, 1. How is Indonesian pre-service teachers' code switching functioned in EFL classes? 2. How did the use of code-switching as a teaching strategy influence the respect the Grade 8 Natural Sciences students had for their teacher?

Keywords: *Pre-Service Teacher', Code-Switching, Narrative Inquiry Study*

Introduction

Code-switching defines as the use of two language varieties in the same conversation. According to Holmes (1992) code switching occurs when the speaker shifted their language from one language to another. Code switching is switched essentially between sentence. In other words, Code switching can occur when speakers change their language from one language to another. Indonesia is a multilingual country where the majority of the population uses the national language, namely (Bahasa Indonesian) for educational and formal purposes, while then the language used most often by Indonesians is

the vernacular (such as Javanese, Sundanese, etc.) are used for everyday spoken use.

This code-switching never happens in class when the English teacher discusses a material. So the author who serves as a pre-service teacher tries to use a code-switching between one or more original language and English. The authors see this activity as having a positive effect on their academic success since many students in that class shared a greater comprehension of the material being learned after the writer used code-switching in class while teaching and explained the material online (daring class), and the sense of accomplishment of the teachers involved. To therefore, it is usually necessary to use English as the language of instruction in the academic subject area switch between languages to improve content learning and English learning.

This study investigated the preferences of a group of Grade 10th Natural Sciences students regarding code-switching as a teaching technique and the effect of code-switching on their academic achievement.

In addition in this review, the authors wanted to examine the effects of code switching and the impressions of those 10th graders about the effect of code switching on their academic success, Additionally, the Author decides for how code switching activity affects the students' appreciation of their teacher. The pedagogical function of teacher code transfer is an important factor in achieving the dual goals of a learning content and language learning in the delivery of material in class. And besides that, the author shares his experience when using language translation codes as a means of delivering materials and explaining subject matter in the classroom.

The purpose of this study is to investigate the author's experience as a pre - service teacher when teacher training in EFL classroom using code switching pedagogy as a learning tool. Code-switching has been a central issue in bilingual research, illuminating our understandings of bilingualism (Cantone 2007). It is the systematic alternate use of two or more languages in a single utterance or conversational exchange for communicative purposes (Gardner-Chloros 2009;Levine 2011).

Method

A. Research design

The author uses a research design by thinking about experience, and studying it. The narrative asker thinks narratively about the experience of the entire investigation. Narrative inquiry follows a recursive, reflexive method of going from the field (with a starting point for storytelling or life) to field texts (data) to provisional and final research texts.

B. Site and Participants

While teaching in their classes, I had already made observations regarding the impressions and messages that learners had for me. Then I gather their responses and use it as my narrative inquiry data (emotional diaries). The participants focus on the author as a pre-service teachers' when field practice.

C. Data Collection Technique

1. Observation
   In retrieving data, the author makes observations in the field first and practices pre-service teachers' using pedagogical code-switching in EFL classrooms.
2. Diary
   After making observations at school, and already having experience and getting results during practice, then the results of these observations were written in a Diary.

D. Data Analysis

Results of recording observations	Definition	aspects that are observed
Diary / Reflection Journal	*Personal notes that store experiences while*	*- Thoughts - Expression of emotions - Questions*

	observing	*- Practice your own skills*

In this study using a qualitative research method. Semi-structured, According to Creswell, "qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes word, report detailed views of information, and conducts the study in a natural setting".

This chapter the author makes a table of results regarding qualitative methods using a diary/reflective journal that has been made. There are several aspects in it, expressions of emotions, questions, and practice own skills.

Research Findings

This chapter presented the finding and discussion of the data that the author got from observation sheet and diary. And the author describe her feelings as both excited. She was excited for the first time to practice her own ideas of using code-switching in the virtual classroom :

A. Findings

The first interview focused on the author personal history, feelings, and attitudes about language teaching and learning before she entered the pre-service teacher education program. The focus of the second and third interviews was on her experiences in the field school, such as her interactions with different people in the school, as well as various emotions that arose from these experiences.

In my class, I want to organize various learning activities and assignments to determine whether my ideas would work. I will also make an effort to meet the needs and interests of the students', because they are only children, and it is critical to develop their passion in language acquisition.

The author created that he had to create a new experience while teaching in a virtual classroom, because the students needed to sharpen their learning skills. This experience instilled with positive emotions influenced the author understanding of teaching and learning and his projected self-image as a pre-service teachers' :

I am grateful to my instructors and school for providing me with the opportunity to grow up in a happy learning atmosphere. When I become a teacher, I aim to provide my student's with a similar experience, allowing them to enjoy the learning process rather than being suffocated by endless exams.

The author was overjoyed to see that his personal opinions were greatly supported by the teacher educators in the language teacher education program, which were further expanded by his coursework learning about diverse theories of second language acquisition:

I was overjoyed to discover that my own beliefs about teaching and learning were reinforced in the courses I studied. For example, in the course 'Theories and Practice of Language Teaching and Learning,' I learnt that teachers must pay attention to students' motivations and interests, as well as their individual characteristics and learning styles. I will try to apply these ideas to my teaching practice in the field School. For example, while I was discussing some of the subject I was teaching at the time, I employed pedagogical code-switching.

However, for student-teachers, adjusting to a new setting with a different organizational structure and culture may be difficult and daunting, especially when author was unsure of his teaching ability and language proficiency:

I'm afraid that because I don't have any teaching experience and my English isn't very excellent, it will be difficult for me to apply my ideas in the classroom.

The Author believed that the injured student needed consolation and recuperation rather than being pressed to write a report like a criminal, which he believed would do him emotional harm after the incident (diary). As a result, this occurrence piqued her interest concern

about students' welfare at the school, where instructors and school administration appeared to be more concerned about their liabilities.

> Some students who do not understand the material or quiz described previously did not understand it. They revealed the reason because they did not really understand the explanation of the material explained in English. that's why, I use code-switching in class to teach them.

Additionally, she was anxious about his relationship with the students, given the high standard she set for herself as a 'caring, supportive, and friendly teacher':

> Like my high school principal, I want to establish a rapport with my pupils. She was like a friend to us, constantly offering advice and support. However, I am concerned that there will be nothing I can do if the kids refuse to collaborate or treat me as a stranger.

The Author' efforts seemed to pay off as his class performed well in the middle-term examination, ranking first in the whole grade, and even the students in his tutor group made rapid progress as well. Thus, the mentor spoke highly of his hard work as a 'good assistant' However, what really brought him joy and satisfaction was students' change of attitudes toward English learning:

> Although the exam scores were excellent, I was much more pleased with the shift in their views. Some pupils told me that they didn't think English was so bad, and that it gave them more confidence and drive to study it.

Moreover, one student wrote a comment on her homework book for author, which deeply touched his heart:

> 'We think you are the finest teacher in the world!' said one girl in her assignment book. This statement touched and made me proud. I sincerely hope that as their "teacher," I will be able to contribute more.

Conclusion

The conclusion of this research is that it focuses on the author's experience as pre-service teachers' in high school, while doing teaching practice in the 8th grade EFL Classroom. with using a pedagogical code-switching. There are many reasons why I use code-switching, one of which is the lack of understanding of some students in the class towards the material being taught, because the previous teacher used (full English language) when explaining the learning material. (can be seen from the opinion in Text diary) then, the author made a new innovation during teaching practice, namely presenting material so that it can be better understood by students in class using the code-switching method. The results of these experiences are then written and shared in diaries. This study uses a qualitative method and only focuses on the experiences, feelings felt, and what obstacles are encountered by the author.

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